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An ungraded three-or four-year reading program incorporates the philosophy that continuous progress and growth should receive major emphasis. Pupils are placed in achievement groups based on readiness for and growth in reading rather than on I.Q. performance. Each child progresses continuously through 10 reading levels according to his individual growth. The program can be extended over a longer period of time for the slow learner, or it can provide greater challenge for the superior reader. An individual record is kept for each child showing the books he has successfully completed and the date of completion. Progress reports are sent to parents at the end of the 12th, 24th, and 36th weeks of the school year, to keep the parents informed of the level at which the child is working. At least two parent-teacher conferences are held each year to supplement the written report and to provide a closer working relationship between teacher and parent.

A chart shows the significant growth characteristics which affect the selection of content materials. Research offers convincing evidence that variations in mental, physical, and emotional development of children correlate closely with variations in reading progress. Each reading level is outlined in terms of aims, books and materials, requirements for moving to the next level, and ways in which the parent can help contribute to the child's growth.

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An Administrative and Instructional Reading Guide

for

THE PRIMARY CYCLE

(The Ungraded Primary Plan)

of the

FLINT PUBLIC SCHOOLS

Flint, Michigan

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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TABLE OF CONTENTS

Page

INTRODUCTION..... 1

I. PROCEDURES FOR ADMINISTERING THE PRIMARY CYCLE

Orientation of Staff and Parents..... 2
Placement of Pupils for Effective Learning..... 4
(Grouping, Progress Through Levels, Testing, Transfers)
Records and Reporting..... 6

II. READING GUIDE FOR THE PRIMARY CYCLE

Growth Progression of Young Children..... 9

III. READING LEVELS I - X

Progress Level I..... 12
Progress Level II..... 14
Progress Level III..... 16
Progress Level IV..... 18
Progress Level V..... 20
Progress Level VI..... 22
Progress Level VII..... 24
Progress Level VIII..... 26
Progress Level IX..... 28
Progress Level X..... 30

IV. APPENDIX

Appendix A -- Kindergarten Checklist..... 33
Appendix B -- Individual Reading Record..... 35
Appendix C -- Report Card..... 42
Appendix D -- Parent-Teacher Conference Checklist..... 44
Appendix E -- Suggested Time Schedule for Teachers..... 46
Appendix F -- Play Equipment to Aid Child Development..... 48

FOREWORD

The Primary Cycle, by action of the Flint Board of Education, has been established as the regular organizational pattern of the Flint Public Schools. The revised Primary Cycle Reading Guide is presented to the administrative and instructional staffs for use in all schools.

In studies concerning the teaching of reading, major emphasis is placed on the recognition of and the provision for individual differences in children. The Primary Cycle does this by providing a flexibility of organization which permits each child to progress through successive achievement levels at his own rate of growth.

This guide is designed (1) to explain the procedures used in administering the primary cycle; (2) to indicate level expectations for children; (3) to establish procedures for reporting to parents; and (4) to clarify the method of recording pertinent information on school records.

The material in this manual is the culmination of study by many professional and parent groups. It is hoped that the guide will be helpful in teaching children reading skills which are so vital to the total educational program.

INTRODUCTION

The Primary Cycle is an ungraded three-or four-year reading program which incorporates the philosophy that continuous progress and growth of children should receive major emphasis in education. It provides class placement, and group placement within a class, which will better serve the total development of each child. It also permits flexibility for movement of children to successive reading levels at any time.

The chief characteristics of the Primary Cycle are that it:

1. Places pupils in achievement groups based on readiness for and growth in reading.
2. Permits each child to progress continuously through 10 reading levels according to his individual growth.
3. Maintains the best accepted teaching techniques.
4. Emphasizes the natural growth and development of each child rather than comparing his achievement with that of other children.
5. Provides for flexibility in the movement of children to groups in which they can achieve satisfactorily.
6. Allows for extending the program for the slow learner over a longer period and provides greater challenge for the superior reader.
7. Recognizes the need for more adequate communication between school and home.
8. Offers the following advantages for pupils and staff:

   a. Gives all children the satisfaction of progressing.
   b. Leaves no gaps in the child's learning experiences.
   c. Eliminates repetition of materials.
   d. Helps with early diagnosis and adjustment of slow learners and gifted children.
   e. Lessens retardation.
   f. Reduces blocking and frustrations.
   g. Removes pressure from pupils and teachers by emphasizing total growth rather than subject matter.
   h. Minimizes artificial standards and traditional marking.
   i. Helps make better adjusted and happier children.

I. PROCEDURES FOR ADMINISTERING THE PRIMARY CYCLE

A. Orientation

1. Orientation of Classroom Teachers

New teachers involved in the primary cycle should be oriented before they enter the classroom Inservice education is a continuous program for the experienced teaching staff. Suggested methods for orientation and inservice training are:

a. Holding workshops
b. Studying the primary cycle manual
c. Participating in a series of meetings for discussion purposes
d. Working on committees to secure data about this plan
e. Becoming acquainted with the textbooks included in each level
f. Discussing the primary cycle with consultants
g. Visiting another classroom
h. Stressing the importance of using the proper vocabulary in connection with the primary cycle, particularly avoiding the use of the word "grade"
i. Reading current data concerning ungraded programs
j. Providing experiences to facilitate movement from level to level, such as sharing
   Films, filmstrips, and slides
   Field trips
   Playground or gymnasium activities
   Dramatizations
   Stories
   Radio or television programs
   Musical activities
   Holiday observances
   Social studies activities
   Parties
   Cycle newspaper

2. Orientation of Other School Personnel

To further the instructional program and to strengthen community acceptance, teachers of special subjects and school secretaries need to understand the philosophy and organization of the primary cycle. Such understanding may be gained through:

a. Meeting with primary cycle teachers.
b. Attending secretaries' workshops.
c. Using correct vocabulary relating to the primary cycle.
d. Becoming acquainted with records which pertain to the levels in each classroom.

3. Orientation of Parents

Parent orientation is very important. Each year parents of kindergarten children and those new to the Flint Public Schools need to gain understanding of the primary cycle.(1) Such orientation can be carried on as follows:

a. Planning general discussions at PTA meetings, for groups of homeroom mothers, for Child Study Forum members, or at community council meetings.

1. Use school staff, consultants, and informed parents already involved in the primary cycle.
2. Show graphs, charts, or other audio-visual aids.
3. Interpret to parents the basic philosophy of the plan rather than the mechanics.
4. Be sure parents understand the following advantages in addition to those already stated.(2)

a. Primary cycle is designed to meet individual differences in children.
b. Children vary in readiness to learn certain skills just as they vary in physical growth.
c. Growth patterns of children vary.
d. Many factors affect the learning process.
e. Children are grouped according to readiness rather than according to intelligence.
f. Each child is working where he can achieve without the stigma of failure. He never repeats a book. He reads another designed to help him master the same skills.
g. Some of the children least ready at the beginning will rank with the most advanced at the end of the 3-year period.
h. Individual and small group conferences with parents(3) throughout the school year increase understanding of the reading levels and growth characteristics of children in different stages of development.

b. Visiting parents who find it impossible to come to school.

4. Orientation of Children

Children should understand that in the primary cycle they progress at their own rate. This understanding comes about through discussion with teachers, school personnel, parents, and other children. Participating in an exchange of activities with other classrooms will help children feel secure when moving to other rooms.

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(1) Appendix E. (Time Schedule)
(2) See page 1. (Description of Primary Cycle)
(3) Appendix D. (Parent-Teacher Conference Checklist)

B. Placement of Pupils for Effective Learning

In the primary cycle, children are grouped according to their readiness and achievement in the reading program rather than upon the basis of intelligence quotients. The best performer does not necessarily have the highest IQ. Achievement grouping in the classroom enables a teacher to help the child develop at his own rate and in accordance with his ability and maturity. To gain maximum effectiveness from instruction, the spread of abilities should not exceed three groupings in each classroom. This will permit increased individual attention by the teacher. Regrouping may be done whenever it will best serve a child's needs.

1. Procedures for Grouping Children Who Are Beginning the Reading Program

   a. The teacher observes and studies the growth pattern of each kindergarten child. This information plus an evaluation of the child's reading readiness forms the basis for determining the child's placement in the reading program.(1)
   b. The kindergarten teacher will compile a list of pupils according to their readiness. The teacher may give the Metropolitan Reading Readiness Test to reinforce her judgment in doubtful cases.
   c. The kindergarten teacher should complete a Kindergarten Checklist(2) for each child.
   d. The teacher and the principal will determine groupings according to teacher observation, checklist, and readiness tests.
   e. The receiving teacher in September should give consideration to regrouping children whose maturation has changed considerably during the summer.

2. Progress of Children Through the 10 Reading Levels

   a. Growth through use of new materials.
   Since the child progresses through a level at his own rate, the pressure of time is removed for teacher and child, providing continuous challenge of new and stimulating materials within each level.

   b. Movement from level to level within a classroom.
   In determining whether a child is ready to move, the teacher should be sure that he has met the expectations listed for his level. These form the criteria for judging movement. It is not necessary for the child to read every book in each level. He reads the basic book at the level and as many more as are necessary for him to meet the requirements.

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(1) Appendix E. (Time Schedule)
(2) Appendix A. (Kindergarten Checklist)

c. Movement to a level in another classroom.
Change to a level in another classroom should follow careful study of the child's achievement and needs. Movement from room to room should be discussed with the principal, parent, the child's teacher, and the receiving teacher. All teachers should work closely as a team, meeting periodically to review pupil performance. The child is evaluated as to reading performance, social and emotional maturity, and interest to determine movement to the proper group. Parents and child should thoroughly understand why the adjustment is considered and how it will benefit him. When the change is decided upon, the placement in the new group should be made so that he will feel that it is for his benefit. The receiving teacher is prepared so that the child will be welcomed warmly and made to feel a valuable part of the new group.

d. Placement of children with special needs.

1. Children who do not complete 9 levels in 3 years should take a 4th year in the primary cycle program. Since they will not be repeating material and are making continuous progress, this is easier for them to accept than failure at the end of a traditional grade.
2. Pupils who are older and more mature but who have had inadequate educational opportunities and whose skill development is far below their social and physical development should be grouped at their performance levels for reading and with their social peers during the rest of the day.
3. Children limited in mental abilities who are physically and socially out of place with younger children whose mental ages are approximately the same as theirs should be referred to the Special Education Committee for future placement.
4. Children of unusual ability will move rapidly through the cycle and should be provided with challenging materials and experiences to insure continual development of their capacities.

e. Testing in the primary cycle program.
Decision concerning movement in the primary cycle is not based on formal testing. Tests are given for a variety of reasons. If a child is not progressing satisfactorily, tests may be given to discover if the cause is lack of readiness or an intelligence factor. Tests also may be given to the academically talented to improve instructional program planning for them. As a result of these tests, a better diagnosis and placement may be made. Tests which may be used include:

1. Kuhlman Anderson
2. Binet
3. Wechler Intelligence Scale for Children
4. Stanford Achievement for Primary Grades
5. Gates Primary Reading Tests
6. Informal reading inventory tests, silent and oral
7. Informal tests in other subjects provided by the teacher

3. Placement of Transfers

a. Within the Flint School System

A child transferring within the Flint system will present his report card and transfer form to the receiving school. On the back of the transfer will appear the level, the book, and the page on which the child is reading at the time of transfer, so that the right placement can be made. The Individual Reading Record is included with all other permanent record materials which are sent to the new school.

b. From outside Flint

A child transferring from outside the local school system, who does not present credentials for placement, will be tested informally by the principal through oral reading in the basic texts. This procedure will provide the basis for temporary placement. Refinement of this classification may be recommended by the teacher after judging the child's performance in the classroom.

C. Classification of Reading Materials

1. The Early Elementary Textbook Subcommittee, composed of teachers, consultants, and administrators, reviews basic texts for possible change every 5 years and brings the supplementary textbook list up to date annually.

2. The committee classifies all basic and supplementary reading materials into levels according to the skills to be taught, interest, vocabulary, and degree of difficulty.

3. The school staff, wherever possible, keeps all reading books by levels in a central location so that teachers can exchange books readily as needed.

D. Records and Reporting

1. Individual Reading Record(1)

An individual reading record should be kept for each child. The following procedures should be observed in making and keeping this record:

a. Place a check mark after the title of each book that is satisfactorily completed by the child.

(1) Appendix B. (Individual Reading Record)

b. Record the date and teacher's name in the space provided as each level is completed. When transferring a child to another room or to another school, indicate where he is reading by placing the date and page number opposite the title of the book.

c. Send this individual reading record, with all other pertinent material, to the receiving teacher within the building. Include it with all other permanent record materials when a child transfers to another school.

2. Transfer Form

Teachers will continue to use the regular transfer form E-10. However, to make it more applicable to primary cycle organization, the words Reading Level should be substituted for the word Grade. Indicate the book, page, and other pertinent information concerning the child's academic record on the reverse side of the lower section.

3. Report Card(1)

Progress Reports are important because they share with parents the rate of children's social, emotional, physical, and academic growth. Therefore, teachers will consider carefully the strengths and weaknesses of the child and record these findings as constructively as possible. These reports are sent home at the end of the 12th, 24th, and 36th weeks of the school year. To keep the parent informed concerning the level at which the child is working the teacher should:

a. Circle the level at which the child is working and sign her name beside the level in the space provided on the back of the report card.

b. Indicate the date the child finishes the level, in the space provided on the back of the report card before circling a new level.

4. Cumulative Record Card

The cumulative record will show the level of reading attained each year. In the column opposite grade, PC-1 will appear for the first year the child is in primary cycle; PC-2 for the second year; PC-3 for third year. In case the child spends 4 years in the primary cycle, PC-4 will be placed opposite the word grade. Following the words reading and arithmetic, the word level will appear and the mark will be S with a figure indicating the level of reading the child has reached; for example, S5 -- meaning that the child is doing satisfactory work in Level 5. After PC-1 all other subjects will be marked S or U. A grade of U is given only if a child is not making an effort to achieve according to his ability, and after teacher conference with the principal.

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(1) Appendix C. (Report Card)

5. Reports to Parents

Educators have long recognized the inadequacy of the present marking system. Studies indicate that no two teachers mark alike, even with established standards to follow. Children often acquire habits of working for marks instead of striving for self-improvement.

Many points are not covered with the written report; therefore, an oral report or parent conference used to supplement the written report is found to be satisfactory. This affords an opportunity for the parent to ask questions and/or for the teacher to qualify or explain the evaluation. It provides an opportunity for a closer working relationship between teacher and parent.

Flint Public Schools follow the practice of holding at least two parent-teacher conferences each year, one during American Education Week in November and one about eight weeks prior to the end of the school year. Others may be scheduled as needed.

A combination of written and oral reporting to parents is considered to be a desirable form of evaluation.

a. Oral Reports to Parents

1. Review the pupil's record and make definite plans before the interview.
2. Have a definite time for parent conference and the recording of appropriate data.
3. Have child's records and samples of work on hand to show the parent.
4. Schedule the conference in a setting of privacy and comfort.
5. Ask the parent to comment on the child's activities and interests.
6. Be objective in attitude toward the child in expressing his strengths and weaknesses. (The teacher may use the Parent Conference Checklist[1] as an aid in this discussion.)
7. Ask the parent for suggestions and offer some alternatives if they are advisable.
8. Give constructive suggestions to help in the child's development.[2]
9. Make sure that each parent leaves the conference with a positive attitude about his child's needs and his development.

b. Written Reports to Parents

See item 3 page 7

(1) Appendix D. (Parent-Teacher Conference Checklist)
(2) Appendix F. (Play Equipment to Aid Child Development)

II. READING GUIDE FOR THE PRIMARY CYCLE

GROWTH PROGRESSION OF YOUNG CHILDREN

The chart which follows shows significant growth characteristics which affect the selection of content materials. Research supplies convincing evidence that variations in the mental, physical, and emotional development of children correlate closely with variations in their progress when learning to read. The reading levels in this guide are based upon the characteristics shown in this chart.

GROWTH PROGRESSION OF YOUNG CHILDREN

	Kindergarten 5-Year-Olds	First Year 6-Year-Olds
Physical Characteristics	Incessant physical activity Predominant use of large muscles Inept with small muscles Rapid growth of heart; pulse rapid Little immunity to communicable disease Immaturity of visual fusion	Restless, overactive Tire easily Growth not so rapid Use of large muscles Inept with small muscles Rapid growth of heart; pulse rapid Little immunity to communicable disease Eyes immature; tendency to far-sightedness
Social Development	Cooperate with limited number of children Inept in social relations Racial and group consciousness evident Spontaneous imitative play Egocentric, selfish, competitive	Cooperate with small groups Inept in social relations Racial and group consciousness evident Spontaneous imitative play Egocentric, selfish, competitive
Interests	Predominance of short, specific transitory interests Interests selfish, egocentric	Predominance of short, specific transitory interests Interests selfish, egocentric Stories of home, family, fantasy, fairy tales Movies, radio, and TV of adventure, music, crime, comedy, fantasy
Mental Development	Use of materials largely manipulative and experimental Understanding developed through active participation and firsthand experience. Difficulty in differentiating between fantasy and reality Time-space concept slow to develop Meaning of words limited to child's own experiences Use of language to meet social situations	Beginning of purposive use of materials Understanding developed through active participation and first-hand experience Beginning use of vicarious experiences in solving problems Emergence of ability to generalize, to analyze logical fallacies and give reasons. Thinking closely tied to action patterns. Increased ability to differentiate between fantasy and reality Concern with immediate and present, little interest in past Meaning of words extended through vicarious experiences as well as first-hand experiences Personal experiences told to small groups Ability to plan immediate activities under direction

GROWTH PROGRESSION OF YOUNG CHILDREN

Second Year 7-Year-Olds	Third Year 8-Year-Olds
Restless, overactive Tire easily Growth slow, steady Use of large muscles Development of finer muscle coordination More normal heart and pulse action Little immunity to communicable disease Eyes immature; tendency to far-sightedness	Increase in physical strength and dexterity Less susceptible to fatigue Growth slow, steady Use of large muscles Development of finer muscle coordination More normal heart and pulse action Little immunity to communicable disease Eyes ready for near and far vision
Improved group cooperation No discrimination between sexes Racial and group consciousness evident Increasing tendency to organize before playing Egocentric, selfish, competitive	Begin to form groups themselves independent of adults; action for common goal Sensitive to judgment of peers; decrease in concern for adult opinion No discrimination between sexes Racial and group consciousness evident Increasing tendency to organize before playing Friendly, interested in people
Beginning of more sustained interests Interests selfish, egocentric Much interest in comics Movies, radio, and TV of adventure, music, crime, comedy, fantasy	Beginning of more sustained interests Projection of feelings toward others; interest in people further removed from self and immediate environment Much interest in comics Movies, radio, and TV of adventure, music, crime, comedy, fantasy
Use of materials largely purposive Understanding developed through active participation and firsthand experience Beginning use of vicarious experiences in solving problems Emergence of ability to generalize, to analyze logical fallacies and give reasons. Thinking closely tied to action patterns. Increased ability to differentiate between fantasy and reality Concern with immediate and present, little interest in past Meaning of words extended through vicarious experiences as well as firsthand experiences Personal experiences told to small groups Ability to plan immediate activities under direction	Use of materials largely purposive Continue to need firsthand experiences Increased use of vicarious experiences in problem solving Beginning of understanding of cause-and-effect relationships Differentiation between fantasy and reality established Concern with immediate and present, little interest in past Meaning of words extended through vicarious experiences as well as firsthand experiences Increased ability to present ideas and problems orally and in writing Ability to plan immediate activities under direction

III. READING LEVELS I - X

PROGRESS LEVEL I (Readiness)

The aims of Level I are to help the child:	Books and materials for Level I
A. Develop facility for use of books and printed material through: 1. Understanding and carrying out simple directions. 2. Looking from left to right and top to bottom of page. 3. Recognizing some letters of the alphabet. 4. Breaking down from complete story to sentences. 5. Breaking down from sentence to word. 6. Matching cut up sentences and words. 7. Following directions in simple seatwork. 8. Helping build vocabulary in experience stories.	Books Fun With Tom and Betty--Ginn & Co. Games to Play --Ginn & Co. We Read Pictures --Scott Foresman & Co. We Read More Pictures --Scott Foresman & Co. The New Before We Read--Scott Foresman & Co. Getting Ready --Houghton Mifflin Co.
B. Develop word recognition skills through: 1. Using auditory perception. a. Listen for and identify common sounds. b. Play singing games. c. Perceive location of sounds. d. Recognize rhymes and rhyming sounds. e. Perceive initial consonant sounds in words and pictures. f. Recognize words that begin with t, b, s, m, f. 2. Using visual discrimination. a. Recognize likenesses and differences of object. b. Observe picture similarities and differences (form, size, action, details). c. Observe internal picture details (for interpretation). d. Master sight vocabulary through use of configuration clues (names of story characters). e. Use kinesthetic-visual activities, such as tracing, word-blocking, coloring, drawing.	Materials Charts, experience, color, number, and story Pictures Manipulative objects and realia Trips Storybooks Cards with printed names of objects, pictures Labels Flannelboard materials

(contd)

PROGRESS LEVEL I (Readiness)

The aims of Level I are to help the child:	How the parent can help:
C. Develop comprehension skills through: 1. Finding main idea in picture series. 2. Following sequence in pictures. 3. Classifying pictures. 4. Finding details in pictures and story plots. 5. Relating personal experiences to story content. 6. Recalling story and details of stories. D. Develop vocabulary through: 1. Learning names of story characters. 2. Learning to recognize names of self and friends.	The child must meet many requirements before he is ready to read. This is called Reading Readiness. The parent should: 1. Help the child to learn: to listen, to look, to remember. 2. Listen to the child. Make him feel that it is important to listen. 3. Look at and discuss things with him. 4. Help him to see things in books and out-of-doors. 5. Supervise television programs. 6. Supervise types of movies and plays. 7. Keep in close touch with school. 8. Visit and consult with teachers. 9. Arrange a quiet time for all family members to read. 10. Read stories to the child. 11. Encourage child to read. 12. Show warmth and patience. 13. Allow ample opportunity for activity of many kinds, especially for use of large muscles.(1) 14. Provide opportunity for 11 to 12 hours of sleep.

To move to Level II the child should show growth in:

1. Level I skills.
2. Interest in original stories.
3. Interest in classroom library and other books.
4. New labels and other reading material about the room.
5. Attention span.

(1) See Appendix F.

PROGRESS LEVEL II

The aims of Level II are to help the child:

A. Develop word recognition skills through:

1. Using auditory perception.

a. Listen for and perceive common sounds.
b. Perceive initial consonants: b, s, f, t, m, c, w, r, h, g, p, l, d, in pictured words; in spoken words; in riddles; by definitions; in recordings.
c. Perceive final consonant sounds: t, k, p.
d. Perceive rhyming words.
e. Supply rhyming words.

2. Using visual discrimination.

a. Recognize basic sight vocabulary.
b. Observe capital- and small-letter forms.
c. Discriminate between words easily confused.
d. Recognize likenesses and differences in words.
e. Observe the s form of known words.
f. Promote the ability to see likenesses and differences in word forms by kinesthetic-visual methods: word-blocking, tracing.
g. Use configuration clues to attack new words.
h. Use picture clues to attack new words.

3. Using context clues.

B. Develop comprehension skills through:

1. Finding the main idea exposed in a group of sentences.
2. Using context and pictures to understand development of story plot.
3. Interpreting conversational lines when reading aloud.
4. Interpreting what is read in terms of related experiences.
5. Reading for details in order to follow directions and answer questions.
6. Grasping sequential order of story events.
7. Predicting outcomes.
8. Locating stories through table of contents.

C. Develop vocabulary through:

1. Strengthening the vocabulary used for Level I.
2. Introducing approximately 56 new words.

Books for Level II

Our Big Red Story Book	--Ginn & Co.
My Little Red Story Book	--Ginn & Co.
My Little Green Story Book	--Ginn & Co.
My Little Blue Story Book	--Ginn & Co.
Come With Us	--Ginn & Co.
Our Big Book	--Scott Foresman & Co.
We Look and See	--Scott Foresman & Co.
We Work and Play	--Scott Foresman & Co.
We Come and Go	--Scott Foresman & Co.
Guess Who	--Scott Foresman & Co.
Don & Peggy	--Bobbs-Merrill Co.
Come & See	--Bobbs-Merrill Co.
Here We Play	--Bobbs-Merrill Co.
Come & Ride	--Macmillan Co.
Rides & Slides	--Macmillan Co.
Happy Times	--American Book Co.
Away We Go	--American Book Co.
Three of Us	--Lyons and Carnahan
Play With Us	--Lyons and Carnahan
Fun With Us	--Lyons and Carnahan
Skip Along	--Row, Peterson and Co.
Under The Sky	--Row, Peterson and Co.
Open The Door	--Row, Peterson and Co.
High on a Hill	--Row, Peterson and Co.
The Big Show	--Houghton Mifflin Co.
My Dog Laddie	--D. C. Heath & Co.
Biddy and the Ducks	--D. C. Heath & Co.
Frisky the Goat	--D. C. Heath & Co.
The Little Crow	--D. C. Heath & Co.
Little White Rabbit	--D. C. Heath & Co.

To move to Level III the child should show growth in:	How the parent can help:
1. Word recognition skills taught at Level II. 2. Comprehension skills taught at Level II. 3. Vocabulary presented at Levels I and II. 4. Ability to read fluently at Level II. Movement should be based upon consideration of growth in all areas listed above rather than in one or two areas.	1. Continue to read stories to child. 2. Encourage his every effort to read (words on cereal boxes, TV, signs). 3. Listen to him when he says "What does it say?" Tell him. 4. Show interest in the handwork he brings home. 5. Provide opportunity for child to draw pictures. 6. Provide him with suitable books. 7. Accept child at his own level of development. 8. Give home responsibilities. (He may forget these so he still needs supervision and approval.)

The aims of Level III are to help the child:

A. Develop word recognition skills through:

1. Using auditory perception.

   a. Initial consonants: p, y; review others
   b. Final consonants: d, m, n, k, p, t
   c. Consonant digraphs: th, wh, ch
   d. Perception of rhyming similarities in words

2. Using visual discrimination.

   a. Basic vocabulary
   b. Capital- and small letter forms
   c. Letter forms (alphabet)
   d. Words easily confused
   e. Word-blocking; tracing
   f. Use of configuration clues to attack new words
   g. Use of picture clues to attack new words

3. Using phonetic analysis.

   a. Initial consonants: b, c, d, f, g, h, l, m, n, p, r, s, t, w
   b. Final consonants: d, p, k, t
   c. Initial consonant digraphs: wh, th
   d. Perception of words with similar phonetic parts (rhyming endings)

4. Using structural analysis:

   a. Plural forms: s
   b. Possessive forms
   c. Verbs ending in s, ed

5. Using context clues.

(contd)

Books for Level III

The Little White House--Ginn & Co.
Story Wagon --L. W. Singer Co.
Tales to Read --Laidlaw Bros.
Under the Apple Tree --Ginn & Co.
The Cat in the Hat --Houghton Mifflin Co.
The New Fun With Dick and Jane --Scott Foresman & Co.
At Home --Scott Foresman & Co.
More Dick & Jane Stories --Scott Foresman & Co.
Tom & Susan --Scott Foresman & Co.
Day In and Day Out --Row, Peterson and Co.
Wishing Well --Row, Peterson and Co.
At Play --John C. Winston Co.
Fun In Story --John C. Winston Co.
Days of Fun --Bobbs-Merrill Co.
Let Us Read --Bobbs-Merrill Co.
Jack Helps at Home --Silver Burdett Co.
Jack and Janet --Houghton Mifflin Co.
On the Way to Storyland--Laidlaw Bros.
Fun for Fidelia --D. C. Heath & Co.
Peanuts the Pony --D. C. Heath & Co.
Hundreds of Turkeys --D. C. Heath & Co.
Shadow the Cat --D. C. Heath & Co.
Maybelle the Donkey --D. C. Heath & Co.

Health
Happy Days --Scott Foresman & Co.
First Steps to Health -- Laidlaw Bros.

Science
Science Along the Way --J. B. Lippincott Co.
Science Near You --Ginn & Co.
Science for Work and Play --D. C. Heath & Co.

Social Studies
Peter's Family --Scott Foresman & Co.

The aims of Level III are to help the child:	How the parent can help:
B. Develop comprehension skills through: 1. Using table of contents. 2. Reading to answer questions and to follow directions. 3. Establishing the sequential order of events. 4. Anticipating plot development, drawing conclusions, and making generalizations or inferences. 5. Grasping main idea in a group of related sentences. 6. Reading critically. 7. Interpreting reading in terms of related experiences. 8. Attacking an unfamiliar word when reading independently. C. Develop vocabulary through: 1. Strengthening vocabulary used in Levels I and II. 2. Introducing about 99 new words.	1. Encourage the child to take books from library. 2. Praise his reading ability. 3. Listen when he brings home books or booklets to read. 4. Assist him with reading by supplying missing words. 5. Give the child home responsibilities. See that he does them. 6. Read to the child. 7. Show the child that reading is important by reading in his presence.

To move to Level IV the child should show growth in:

1. Word recognition skills at Level III.
2. Comprehension skills at Level III.
3. Vocabulary presented at Levels I-III, inclusive.
4. Ability to read fluently at Level III.

Movement should be based upon consideration of growth in all areas listed above rather than in one or two areas.

PROGRESS LEVEL IV

The aims of Level IV are to help the child:

A. Develop word recognition skills through:

1. Using auditory perception.

a. Initial consonants: j, k, y, v, z
b. Medial consonants
c. Final consonants: t, p, d, k, m, n
d. Consonant blends: st, be, tr, dr
e. Rhyming words

2. Using visual discrimination.

a. Basic vocabulary
b. Capital- and small-letter forms
c. Letter forms: alphabet, spelling attack
d. Words easily confused
e. Words of unusual configuration
f. Word tracing, blocking
g. Use of configuration clues to attack new words
h. Use of picture clues to attack new words

3. Using phonetic analysis.

a. Initial consonants: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
b. Medial consonants
c. Final consonants: d, k, m, n, p, r, t; substituting
d. Consonant digraphs: ch, sh, th, wh
e. Consonant blends: bl, pl, fl, st, br, gr, tr, dr, fr
f. Perception of words with similar phonetic parts
g. Recognition of rhyming endings: at, an, all, et, ay, oys, old, ox, ate, ee, ound, ide, op, ing, alk, en, ill, ink, y, ook, ust, ow

4. Using structural analysis.

a. Compound words
b. Plural forms: s, es
c. Possessive form
d. Verbs ending in s, d, ed, ing
e. Use of structural attack

(contd)

Books for Level IV

On Cherry Street --Ginn & Co.
Story Time --L. W. Singer Co.
Long, Long Ago --L. W. Singer Co.
Stories to Remember --Laidlaw Bros.
I Know A Story --Row, Peterson and Co.
Round About --Row, Peterson and Co.
Open Windows --American Book Co.
Around Green Hills --American Book Co.
Cat in the Hat Comes Back --Houghton Mifflin Co.
Up and Away --Houghton Mifflin Co.
The New Our New Friends--Scott Foresman & Co.
Our Happy Ways --Bobbs-Merrill Co.
Sunny And Gay --Bobbs-Merrill Co.
Our Town --Allyn and Bacon
Good Stories --John C. Winston Co.
School Friends --Macmillan Co.
Little Friends at School--Rand McNally

Health
Good Times With Our Friends --Scott Foresman & Co.
First Steps to Health--Laidlaw Bros.

Science
Wonderworld of Science, Bk. I --Chas. Scribner's Sons
Science All About Us --Chas. Scribner's Sons
Science Stories Bk. II--Scott Foresman & Co.
Sunshine and Rain --L. W. Singer Co.
Science for Work and Play--D. C. Heath & Co.
Houses, Heat and Light --Nelson & Sons

Social Studies
At Home and Away --Silver Burdett Co.
Stories About Linda Lee--Ginn & Co.
City and Country --Silver Burdett Co.
Travel --American Book Co.

Arithmetic
Number Stories I --Scott Foresman & Co.

The aims of Level IV are to help the child:	How the parent can help:
5. Using context clues. B. Develop comprehension skills through: 1. Using table of contents. 2. Reading to answer questions and to follow directions. 3. Establishing the sequential order of events. 4. Anticipating plot development, drawing conclusions and making generalizations or inferences. 5. Grasping main idea in a group of related sentences. 6. Reading critically. 7. Interpreting reading in terms of related experiences. 8. Attacking an unfamiliar word when reading independently. 9. Evaluating relevancy of ideas. 10. Distinguishing between fact and fancy. 11. Forming judgments and opinions. 12. Using alphabetical arrangements to locate information. C. Develop vocabulary through: 1. Strengthening vocabulary used in Levels I-III, inclusive. 2. Introducing about 171 new words.	1. Help the child with sounds by using games: a. Find objects in the room that begin with a certain sound, as: w--window, wall, woman, watch. b. Think of words that begin with the same sounds: b--ball, bat, baby. c. Think of rhyming words. 2. Read to the child. 3. Provide library experiences for the child. 4. Show child that reading is important by reading in his presence.

To move to Level V the child should show growth in:

1. Word recognition skills taught at Level IV.
2. Comprehension skills taught at Level IV.
3. Vocabulary presented at Levels I-IV, inclusive.
4. Ability to read fluently at Level IV.

Movement should be based upon consideration of growth in all areas listed above rather than in one or two areas.

PROGRESS LEVEL V (This level is to be read only if pupils need additional reinforcement before going into Level VI.)

The aims of Level V are to help the child:	Book for Level V
A. Strengthen word attack skills from previous levels, if needed. B. Strengthen comprehension skills from previous levels. C. Learn about 75 new vocabulary words. (These will appear also in Levels VI and VII and thus will not be missed if Level V is omitted.) D. Read primarily for interest and enjoyment, to increase the child's powers of interpretation, and to expand and reinforce his experiences and concepts.	Reinforcement, Transitional Reader: Open the Gate --Ginn & Co.

Movement to Level VI	How the parent can help:
When the teacher feels that the child has gained the fluency and self-confidence needed, the child should move to Level VI. This might occur after reading only a part of Open the Gate.	1. Help the child with sounds by using games: a. Find objects in the room that begin with a certain sound, as: w--window, wall, woman, watch. b. Think of words that begin with the same sounds: b--ball, bat, baby. c. Think of rhyming words. 2. Read to the child. 3. Provide library experiences for the child. 4. Show child that reading is important by reading in his presence. 5. Nurture growing independence while giving moral support. 6. Give wise guidance, channeling the child's interests and enthusiasms rather than dominating or criticizing them.

PROGRESS LEVEL VI

The aims of Level VI are to help the child:

A. Develop word recognition skills through:

1. Using phonetic analysis.

a. Consonants
1) Initial consonants: blending
2) Medial consonants: x, k, t, z
3) Final consonants
4) Double consonants: final and medial
5) Consonant blends: br, cr, dr, fr, gr, tr; bl, cl, fl, pl, sl; sn; st; nk; review and tests
6) Consonant digraphs: sh, ch, ck, th, wh, ng, kn
7) Variant sounds: hard and soft c and g
8) Similarities: x, cks; ng, nk

b. Vowels
1) Short: a, e, i, o, u
2) Long: a, e, i, o
3) Digraphs: ee, ai, ay, oa, ea, oo
4) Charts of vowel sounds
5) Principles governing vowel sounds: silent vowels in digraphs; short vowel in 2-letter words; sounds of medial vowels

c. Phonetic parts
1) Analagous words: discriminating, etc.
2) Phonograms: a: an, ace, all, at, ack, ay, aw, air, ar, as, ame, ack, ate
e: en, ed, et, em
i: ive, ick, ill, ip, it, in, ish, ing, ight, ig
o: oat, op, ound, ould, old, ook, oy, own, ot, oon, og
u: us, up, un, ust
Making new words from phonograms
3) Rhyming endings: making new words from and reviewing of ill, ust, op, og, ook, un, ed, et, ick, oat, ound, ace, ost, ay, ight, own, all, en, aw, air, ack, ear, ar, ow, oon

2. Using structural analysis.

a. Compound words
b. Contractions (one-letter omission)

(contd)

Books for Level VI

We Are Neighbors --Ginn & Co.
Storyland Favorites --Laidlaw Bros.
It Happened One Day --Row, Peterson and Co.
Down the River Road --Row, Peterson and Co.
Friendly Village --Row, Peterson and Co.
Merry-Go-Round --Chas. E. Merrill
The New Friends and Neighbors --Scott Foresman & Co.
We Three --Scott Foresman & Co.
What Next - Part I --Scott Foresman & Co.
Down Singing River --American Book Co.
Come Along --Houghton Mifflin Co.
Fields and Fences --Allyn and Bacon
Story Road --John C. Winston Co.
Busy Days With Little Friends --Rand McNally

Health
Three Friends --Scott Foresman & Co.
Learning About Health --Laidlaw Bros.

Science
Round About You --Silver Burdett Co.
Through the Year --L. W. Singer Co.
Science for Here and Now--D. C. Heath & Co.
Science Under the Sun--J. B. Lippincott Co.
Science Around You --Ginn & Co.

Social Studies
Hello David --Scott Foresman & Co.
Stories About Sally --Ginn & Co.

Art
Art Stories --Scott Foresman & Co.

The aims of Level VI are to help the child:	How the parent can help:
c. Plural forms: s, es d. Possessives: singular and plural e. Verb variants: s, ed, es, ing; doubling consonant before ending; dropping e before ending f. Suffix: er (observed as agent) 3. Using context clues. a. To recognize meaning of more words b. To recognize similarity and differences in words with like sounds B. Develop comprehension skills through: 1. Interpreting story plot. 2. Continuing to develop the ability to read for details. 3. Continuing to read for main ideas. 4. Recognizing the sequence of events in a story. 5. Continuing to develop the ability to read creatively, enriching imagery and reacting personally. 6. Continuing to read critically. 7. Continuing to improve the ability to read independently. 8. Understanding of functions of punctuation marks. 9. Reading simple maps and diagrams. C. Develop vocabulary through: 1. Strengthening vocabulary used in Levels I-V, inclusive. 2. Learning about 226 new words. 3. Recognizing common homonyms, heteronyms, synonyms, antonyms.	1. Remember that children are different from one another in learning to read. Let's not compare a child with a brother or sister who has better success in school. 2. Make learning to read attractive to a child. 3. Encourage him to read to you or to a brother or sister. Be interested in what he reads. Help him with words if he needs help. 4. Encourage his every effort to read. 5. Give him suitable books for his very own. 6. Take him to the library. 7. Help him select books in which he reads correctly nearly all words on a page. Remind him to return books when due. 8: Read to him. 9. Read in child's presence.

To move to Level VII the child should show growth in:

1. Word recognition skills taught at Level VI.
2. Comprehension skills taught at Level VI.
3. Vocabulary presented at Levels I-VI, inclusive.
4. Reading fluently at Level VI.

Movement should be based upon consideration of growth in all areas listed above rather than in one or two areas.

PROGRESS LEVEL VII

The aims of Level VII are to help the child:

A. Develop word recognition skills through:

1. Using phonetic analysis.

a. Consonants
   1) Single consonants in initial, medial, and final positions
   2) Double consonants
   3) Consonant blends: review of 2-letter blends; 3-letter blends: thr, spr, str, squ
   4) Consonant digraphs: review; silent letter in kn, gh, wr
   5) Variant sounds: c and g

b. Vowels
   1) Short: a, e, i, o, u, y
   2) Long: review a, e, i, o, u, y
   3) Digraphs: ui, oo, ea in reach and head
   4) Diphthongs: ow, ou, oi, oy
   5) Variant sounds of vowels: a before l; a after w; a in aw; a, e, i, o, u before r; o
   6) Principles governing vowel sounds: medial vowel short; silent vowels in digraphs; medial vowel lengthened by final e; vowels governed by r (ar, ie, or)

c. Phonetic parts
   1) Vowels (applying vowel principles to new situations): making new words with phonograms; with digraphs; with vowels lengthened by e
   2) Phonograms: long-vowel phonograms; review of short-vowel phonograms; review of ow, ow, ou, ar, er, ir, or, ur, ew

2. Using structural analysis.

a. Compound words
b. Contractions
c. Plural forms: y to i before adding er
d. Possessives
e. Suffix er; as agent
f. Verb variants: ed, ing, doubling consonant and dropping e before adding ed, ing; changing y to i before adding ed, es

(contd)

Books for Level VII

Around the Corner --Ginn & Co.
Story Train --L. W. Singer Co.
Neighbors on the Hill--Row, Peterson and Co.
Happiness Hill --Chas. E. Merrill
More Friends and Neighbors --Scott Foresman & Co.
New More Friends and Neighbors --Scott Foresman & Co.
What Next - Part II --Scott Foresman & Co.
Over a City Bridge --American Book Co.
Open Doors --American Book Co.
On We Go --Houghton Mifflin Co.
Let's Talk --Houghton Mifflin Co.
In New Places --Silver Burdett Co.
Foolish And Wise --Bobbs-Merrill Co.

Health
Learning About Health--Laidlaw Bros.

Science
Science Along the Way--J. B. Lippincott Co.
Science Through the Year--Ginn & Co.
Wonderworld of Science, Bk. II --Chas. Scribner's Sons
Birds in the Big Woods--Bobbs-Merrill Co.
Birds in Your Backyard--Row, Peterson and Co.
Animals That Live Together --Row, Peterson and Co.

Social Studies
Let's Take Turns --Macmillan Co.
Tales & Travels --Chas. Scribner's Sons
Indians in Winter Camp--Laidlaw Bros.
Little Eagle --Laidlaw Bros.
Little Indians --Macmillan Co.

The aims of Level VII are to help the child:	How the parent can help:
B. Develop comprehension skills through: 1. Interpreting story plot. 2. Continuing to develop the ability to read for details. 3. Continuing to read for main ideas. 4. Recognizing the sequence of events in a story. 5. Continuing to develop the ability to read creatively, enriching imagery and reacting personally. 6. Continuing to read critically. 7. Continuing to improve the ability to read independently. 8. Understanding of functions of punctuation marks. 9. Reading simple maps and diagrams. 10. Skimming to find information. C. Develop vocabulary through: 1. Strengthening vocabulary used in Levels I-VI, inclusive. 2. Learning about 223 new words. 3. Recognizing common homonyms, synonyms, antonyms. D. Develop alphabetizing skills through: 1. Becoming familiar with alphabetical sequence. 2. Using picture dictionaries for spelling and word meanings.	1. See that the child has a daily quiet period. 2. Read stories and poems to him. 3. Encourage him to enter into family discussions and plans. 4. Answer his questions to his satisfaction. 5. Visit school. See your child at work with others. Consult with the teacher. 6. Help him to have all kinds of educational experiences: a. Excursions around city and community b. Work with parents around the home c. Care for pets and growing plants d. Visit to see animals on a farm 7. Show that reading is important in the lives of parents by reading in the presence of children.

To move to Level VIII the child should show growth in:

1. Word recognition skills taught in Level VII.
2. Comprehension skills taught in Level VII.
3. Vocabulary presented in Levels I-VII, inclusive.
4. Reading fluently at Level VII.

Movement should be based upon consideration of growth in all areas listed above rather than in one or two areas.

PROGRESS LEVEL VIII (This level is to be read only if pupils need additional reinforcement before going into Level IX. It is to be read primarily for interest and enjoyment, to increase the child's powers of interpretation, and to expand and reinforce his experiences and concepts.)

The aims of Level VIII are to help the child:	Books for Level VIII
A. Strengthen word analysis skills from previous levels, if needed. B. Strengthen comprehension skills. C. Strengthen sight vocabulary from previous levels and learn about 86 new words, all of which reappear in Levels IX and X for the benefit of those who do skip Level VIII.	Reinforcement, Transitional Reader: Ranches and Rainbows --Ginn & Co.

Movement to Level IX	How the parent can help:
When the teacher feels that the child has gained the fluency and self-confidence needed, the child should move to Level IX. This might occur after reading only a part of Ranches and Rainbows.	1. Read to the child. 2. Take him to the library. 3. Provide a variety of educational experiences for him. 4. Provide a quiet place for him to read. 5. Help child become selective in radio listening and television viewing. 6. Show that reading is important to parents by reading in child's presence.

The aims of Level IX are to help the child:

A. Develop word recognition skills through:

1. Using phonetic analysis.

a. Consonants
   1) Single consonants: maintenance; similarity of c, k
   2) Consonant blends: 2- and 3-letter blends
   3) Consonant digraphs: initial, medial, final
   4) Silent letters in kn, gh, wr
   5) Variant sounds: hard and soft c, g

b. Vowels
   1) Short and long vowels: review and maintenance
   2) Digraphs and double vowels: o͝o, o͞o, at, ea, oa, ui, ee, ou
   3) Diphthongs: ow, ou, oi, oy, ew
   4) Variant sounds of vowels
   5) Principles governing vowel differences: short sounds of medial vowel; medial vowel lengthened by final e; silent vowel in digraphs and exceptions to the principle; vowel followed by r

c. Phonetic elements
   1) Recognition of familiar phonetic parts in new words
   2) Recognition of phonograms: reviews and tests
   3) Recognition of syllabic divisions of words: as word parts with one-vowel sound; silent vowel in syllables with digraphs

2. Using structural analysis.

a. Recognition of compound and hyphenated words
b. Plural forms: review; f and fe
c. Possessive forms: maintenance
d. Verb variants: review and maintenance
e. Suffixes: y; ly; er; est; er (agent); as syllabic units
f. Prefixes: a, be, and un as syllabic units
g. Syllabication (meaning and use of): dividing words into syllables; dividing words with double medial consonants; dividing words beginning with be, a, un; dividing words ending with suffixes

(contd)

Books for Level IX

Finding New Neighbors --Ginn & Co.
Doorways to Adventure --Laidlaw Bros.
After the Sun Sets --Row, Peterson and Co.
Through the Green Gate--Row, Peterson and Co.
The New Streets and Roads --Scott Foresman & Co.
Tall Tales - Part I --Scott Foresman & Co.
Beyond Treasure Valley--American Book Co.
Year Around Fun --American Book Co.
Yertle the Turtle --Houghton Mifflin Co.
Looking Ahead --Houghton Mifflin Co.
Magic Windows --Allyn and Bacon
Stories From Everywhere--Lyons and Carnahan

Health
Five in the Family --Scott Foresman & Co.
Habits for Health --Laidlaw Bros.

Science
How Do We Know? --Scott Foresman & Co.
Science Everywhere --Ginn & Co.
Animals and Their Young--Row, Peterson and Co.
How the Sun Helps Us --Row, Peterson and Co.
The Season Passes --L. W. Singer Co.
Wonderworld of Science, Bk. III --Chas. Scribner's Sons

Social Studies
Tales of Early Flint --Curtis Printing Co.
Enjoying Our Land --Macmillan Co.
Some Day Soon --Scott Foresman & Co.

The aims of Level IX are to help the child:	How the parent can help:
h. Recognition of words through structural clues i. Alphabetization of letters and words B. Develop comprehension skills through: 1. Reading for the main ideas. 2. Relating story details for main idea. 3. Illustrating story events. 4. Selecting key sentences. 5. Skimming to locate subtitles, paragraphs, and key sentences. 6. Reading to find sequence. 7. Reading to form judgments and opinions. 8. Reading to verify or support opinions. 9. Reading to predict outcomes. 10. Reading to make inferences. 11. Increasing understanding of punctuation marks. 12. Organizing main topics for a talk. 13. Interpreting figurative language. C. Develop vocabulary through: 1. Strengthening vocabulary used in Levels I-VIII, inclusive. 2. Learning about 335 new words. 3. Recognizing common homonyms, heteronyms, synonyms, antonyms.	1. Show interest in progress of each child. 2. Encourage library book reading. 3. Listen while child tells about story or book read. 4. Read to child. 5. Have child read to parents after having read the material to himself. 6. Ask child to read signs, labels, directions, etc. 7. Provide meaningful experiences: Travel to zoo, lakes, and country for enriched background of experiences. 8. Give child certain responsibilities to do for the family. 9. Help your child select radio, movie, and television shows that are desirable for him. 10. Urge child to take part in family discussions.
To move to Level X the child should show growth in:	
1. Word recognition skills taught in Level IX. 2. Comprehension skills taught in Level IX. 3. Vocabulary presented in Levels I-IX, inclusive. 4. Reading fluently at Level IX. Movement should be based upon consideration of growth in all areas listed above rather than in one or two areas.	

The aims of Level X are to help the child:

A. Develop word recognition skills through:

1. Using phonetic analysis.

a. Consonants
1) Single consonants: review
2) Perception of 'l, 'n, and 'r as single sounds in syllables
3) Double consonants: digraphs; silence of letters in gn, kn, wr
4) Double consonants in syllables
5) Consonant blends: 3-letters; review others
6) Principles governing variant sounds of consonants: c and g; voiced s and z; ed as t; review

b. Vowels
1) Long and short vowels: review
2) Variant sounds of single vowels
3) Sound of vowels in unstressed syllables
4) Double vowels: digraphs; variant sounds; review
5) Diphthongs: oi, oy, ow, ou, aw, au
6) Principles governing vowel differences: vowel long at end of one-syllable words; medial vowel lengthened by final e; short sound of medial vowel; silent vowel in digraphs and exceptions to the principle; vowel followed by r; using vowel principles to pronounce new words.

c. Phonetic elements
1) Recognition of familiar phonetic parts
2) Phonograms as helps to pronunciation:
a) Review of phonograms
b) Phonograms ending with r: ar, er, ir, or, ur; ear, our
c) Special phonograms: are in care; air, bear, etc.
d) Use of phonograms to unlock new words
3) Recognition of syllabic parts of words: identify vowel sounds of syllables; perceive long vowel in <u>open</u> syllable; perceive short vowel in <u>closed</u> syllable; see vowel digraph as one syllable; recognize phonograms in syllables; recognize final syllables with le; observe effect of accent on syllables; using syllabication as an aid to pronunciation

(contd)

Books for Level X

Friends Far and Near --Ginn & Co.
Story Carnival --L. W. Singer Co.
Open Roads --American Book Co.
Along Friendly Roads --American Book Co.
Treat Shop --Chas. E. Merrill
The New More Streets and Roads --Scott Foresman & Co.
Just Imagine --Scott Foresman & Co.
Tall Tales - Part II --Scott Foresman & Co.
If I Were Going --Row, Peterson and Co.
The Five and a Half Club --Row, Peterson and Co.
Climbing Higher --Houghton Mifflin Co.
Once Upon A Story Time--Lyons and Carnahan
Fun and Frolic --D. C. Heath & Co.
Home Folks --John C. Winston Co.
Enchanting Stories --John C. Winston Co.
Near and Far --Silver Burdett Co.
Fun All Around --Bobbs-Merrill Co.

<u>Health</u>
Habits for Health --Laidlaw Bros.

<u>Science</u>
Science Far and Near --D. C. Heath & Co.
Plants Round the Year --Row, Peterson and Co.
Animals Round the Year--Row, Peterson and Co.
Water Appears and Disappears --Row, Peterson and Co.
Doing Work --Row, Peterson and Co.
Science Every Day --Ginn & Co.

<u>Social Studies</u>
Your Town and Mine --Ginn & Co.
In Town & Country --American Book Co.
Building Our Town --Chas. Scribner's Sons
New Centerville --Scott Foresman & Co.

The aims of Level X are to help the child:

2. Using structural analysis.

   a. Compound and hyphenated words
   b. Plural forms of nouns
   c. Verb variants: root words in variant forms; irregular verbs (sent, etc.)
   d. Suffixes: y, er (agent), er, est, ly; less, ful, en; review others
   e. Prefixes: a, be, un, re
   f. Contractions
   g. Possessive forms
   h. Syllabication: compound and hyphenated words; dividing words into syllables: with double and different medial consonants; with single consonants between two vowels; words with prefixes and suffixes; words ending in le; words containing digraphs
   i. Observation of use of accent mark on syllables as aid to pronunciation

3. Creating readiness for Dictionary usage

   a. Alphabetization: arranging words in alphabetical order
   b. Syllabication (see 2-h above); dividing words into syllables; using the accent marks as an aid to pronunciation.

B. Develop comprehension skills through:

1. Reading for the main ideas.
2. Relating story details to main idea.
3. Illustrating story events.
4. Selecting key sentences.
5. Skimming to locate subtitles, paragraphs, and key sentences.
6. Reading to find sequence.
7. Reading to form judgments and opinions.
8. Reading to predict outcomes.
9. Reading to make inferences.
10. Increasing understanding of punctuation marks.
11. Organizing main topics for a talk.
12. Reading to verify or support opinions.
13. Interpreting figurative language.

(contd)

PROGRESS LEVEL X (continued)

The aims of Level X are to help the child:	How the parent can help:
14. Interpreting descriptive words or phrases 15. Classifying words, events, information, and related ideas 16. Participating in a wide variety of reading experiences 17. Reading to verify or support opinions C. Develop vocabulary through: 1. Strengthening vocabulary used in Levels I-IX, inclusive. 2. Learning about 347 new words. 3. Recognizing common homonyms, synonyms, antonyms.	1. Show interest in progress of each child. 2. Encourage library book reading. 3. Listen while child tells about story or book read. 4. Read to child. 5. Have child read to parents after having read the material to himself. 6. Ask child to read signs, labels, directions, etc. 7. Provide meaningful experiences: such as travel to zoo, lakes, and country for enriched background of experiences. 8. Give child certain responsibilities to do for the family. 9. Help your child select radio, movie, and television shows, that are desirable for him. 10. Urge child to take part in family discussions.

To move to Level XI the child should show growth in:

1. Word recognition skills taught in Level X.
2. Comprehension skills taught in Level X.
3. Vocabulary presented in Levels I-X, inclusive.
4. Reading fluently at Level X.

Movement should be based upon consideration of growth in all areas listed above rather than in one or two areas.

IV. APPENDIX

APPENDIX A

Kindergarten Checklist -- Primary Cycle

Flint Public Schools
Flint, Michigan

Name of pupil_____ Age_____ School_____

Teacher_____ Date_____

	YES	NO
I. Self-Identification		
1. Repeats first name understandably.		
2. Repeats full name (first and last).		
3. Repeats home address.		
4. Recognizes any of above in print.		
5. Prints own name.		
6. Gives other evidence of self-identification.		
II. Coordination		
1. Responds to rhythm (keeps time to music).		
2. Sings with group.		
3. Runs, jumps, walks without stumbling.		
4. Marches, skips, and hops.		
5. Uses scissors successfully.		
III. Cooperation		
1. Obeys willingly.		
2. Plays cooperatively.		
3. Cares for personal needs.		
4. Can get ready for dismissal.		
IV. Discrimination		
1. Recognizes the basic colors.		
2. Distinguishes between right and left.		
3. Has developed concept of:		
a. Size.		
b. Shape.		
c. Design.		
d. Similarities.		
e. Differences.		
4. Recognizes difference in sex.		
5. Shows ability to observe groupings (1 through 5).		
6. Recognizes: Penny, nickel, and dime.		

V. Readiness	YES	NO
1. Follows oral directions well.		
2. Points out familiar objects in pictures.		
3. Tells story about picture.		
4. Repeats nursery rhymes and short stories.		
5. Makes simple sentences.		
6. Retells simple story in sequence.		
7. Counts in sequence to 10.		
8. Has developed a meaningful vocabulary.		
SOCIAL STUDIES		
1. Shows increasing knowledge and appreciation of the community.		
2. Appreciates people of various cultures.		
3. Contributes useful information and materials.		
4. Understands and uses simple charts, graphs, and maps.		
SCIENCE		
1. Is curious about the world.		
2. Observes environment.		
3. Has knowledge and appreciation of natural and physical science.		
4. Uses scientific information.		
5. Applies problem solving techniques.		
MUSIC		
1. Enjoys singing.		
2. Listens to music.		
3. Develops skill in voice control.		
4. Reads music for level.		
5. Interprets and responds to rhythm.		
ARTS - CRAFTS		
1. Sees and appreciates beauty.		
2. Shows ability to create.		
3. Uses materials and tools for the level.		

PARENTS' COMMENTS:

TEACHER COMMENTS:

APPENDIX B

Individual Reading Record -- Primary Cycle

Flint Public Schools
Flint, Michigan

Student _____ School _____

Level	Books Read	Publisher	Date Completed	Remarks
I	Fun With Tom and Betty	Ginn & Co.		
	Games to Play	" "		
	The New Before We Read	Scott, Foresman		
	Getting Ready	Houghton-Mifflin		
		Teacher		
II	My Little Red Story Book	Ginn & Co.		
	My Little Green Story Book	" "		
	My Little Blue Story Book	" "		
	Come With Us	" "		
	Our Big Red Story Book	" "		
	Guess Who	Scott, Foresman		
	We Look and See	" "		
	We Work and Play	" "		
	We Come and Go	" "		
	Skip Along	Row, Peterson		
	Under the Sky	" "		
	Don & Peggy	Bobbs-Merrill		
	Come & See	" "		
	Where We Play	" "		
	Mac & Muff - Obsolete	Wi[illegible]		
	The Twins Tom and Don	"		
	Going to School - Obsolete	"		
	Come & Ride	Macmillan		
	Rides & Slides			
	Here We Play	Bobbs-Merrill		
	Away We Go	American		
	Tom's Trip	Silver-Burdett		
	Fun With Us	Lyons-Carnahan		
	Play With Us	" "		
	Three of Us	" "		
	Open the Door	Row, Peterson		
	High On a Hill	" "		
	Happy Times	American Book		
	The Big Show	Houghton-Mifflin		

Teacher

Individual Reading Record, (contd)

Student _____ School _____

Level	Books Read	Publisher	Date Completed	Remarks
III	The Little White House	Ginn & Co.		
	Story Wagon	Singer		
	Tales to Read	Laidlaw		
	Under the Apple Tree	Ginn & Co.		
	The Cat in the Hat	Houghton-Mifflin		
	The New Fun With Dick & Jane	Scott. Foresman		
	Day In & Day Out	Row, Peterson		
	Fun In Story	Winston		
	Wishing Well	Row, Peterson		
	At Home	Scott, Foresman		
	Child Story Reader - Obsolete			
	Jack Helps at Home	Silver-Burdett		
	Days of Fun	Bobbs-Merrill		
	More Dick & Jane Stories	Scott, Foresman		
	Tom & Susan	" "		
	Let Us Read	Bobbs-Merrill		
	Jack and Janet	Houghton-Mifflin		
	On the Way to Storyland	Laidlaw		
	At Play	Winston		
	SPECIAL INTEREST BOOKS			
	Health			
	Happy Days	Scott, Foresman		
	Science			
	Science Along the Way	Lippincott		
	Science Near You			
	Science for Work and Play	Heath		
	Social Studies			
	Peter's Family	Scott, Foresman		

Teacher

Individual Reading Record (contd)

Student _____ School _____

Level	Books Read	Publisher	Date Completed	Remarks
IV	On Cherry Street	Ginn & Co.		
	Story Time	Singer		
	Stories to Remember	Laidlaw		
	I Know A Story	Row, Peterson		
	Open Windows	American		
	Cat in the Hat Comes Back	Houghton-Mifflin		
	The New Our New Friends	Scott, Foresman		
	Our Happy Ways	Bobbs-Merrill		
	Our Town	Allyn-Bacon		
	Around Green Hills	American Book Co.		
	Read Another Story - Obsolete	Sanborn & Co.		
	David's Friends at School - Obs.	Scott, Foresman		
	To and Fro - Obsolete			
	Tom's School - Obsolete	Silver-Burdett		
	Elson Gray Basic Book I - Obs.	Scott, Foresman		
	Happy Home Readers - Obsolete	Johnson		
	Working and Playing - Obsolete	Scribner		
	Round About	Row, Peterson		
	Good Stories	Winston		
	School Friends	Macmillan		
	Little Friends at School	Rand McNally		
	In Storm and Sunshine - Obs.	American Book Co.		
	Long, Long Ago	Singer		
	Up and Away	Houghton-Mifflin		

SPECIAL INTEREST BOOKS

Health	
Good Times With Our Friends	Scott, Foresman
Science	
Wonder World of Science, Bk. I	Scribner
Science All About Us	
Science Stories - Book II	Scott, Foresman
Sunshine and Rain	Singer
Science for Work and Play	Heath
Houses, Heat and Light	Nelson & Sons

Individual Reading Record (contd)

Student _____ School _____

Level	Books Read	Publisher	Date Completed	Remarks
(IV contd)	Social Studies			
	At Home and Away	Silver-Burdett		
	Stories About Linda Lee	Ginn & Co.		
	City and Country	Silver-Burdett		
	Travel	American Book Co.		
	Arithmetic			
	Number Stories I	Scott, Foresman	Teacher	
V	Open the Gate	Ginn & Co.	Teacher	
VI	We Are Neighbors	Ginn & Co.		
	Storyland Favorites	Laidlaw		
	It Happened One Day	Row, Peterson		
	Merry-Go-Round	C.E. Merrill		
	The New Friends and Neighbors	Scott, Foresman		
	Hello David	" "		
	We Three	" "		
	Down the River Road	Row, Peterson		
	What Next - Part I	Scott, Foresman		
	Down Singing River	American Book		
	Come Along	Houghton, Mifflin		
	Fields and Fences	Allyn-Bacon		
	Story Road	Winston		
	Busy Days with Little Friends	Rand McNally		
	Stories About Sally	Ginn & Co.		
	Friendly Village	Row, Peterson		

SPECIAL INTEREST BOOKS

	Science		
	Round About You	Silver-Burdett	
	Through the Year	Singer	
	Science for Here & Now	Heath	
	Science Under the Sun	Lippincott	
	Science Around You	Ginn & Co.	
	Three Friends	Scott, Foresman	
	Art		
	Art Stories	Scott, Foresman	Teacher

Individual Reading Record (contd)

Student _____ School _____

Level	Books Read	Publisher	Date Completed	Remarks
VII	Around the Corner	Ginn & Co.		
	Story Train	Singer		
	Open Doors	American		
	Happiness Hill	C. E. Merrill		
	New More Friends and Neighbors	Scott, Foresman		
	Over a City Bridge	American Book		
	In New Places	Silver Burdette		
	More Friends and Neighbors	Scott, Foresman		
	New More Friends and Neighbors	" "		
	What Next - Part II	" "		
	Let's Take Turns	Macmillan		
	On We Go	Houghton-Mifflin		
	Let's Talk			
	Come Along	" "		
	Elson Gray Basic Readers - Bk.II	Scott, Foresman		
	Neighbors on the Hill	Row, Peterson		

SPECIAL INTEREST BOOKS

	Science	
	Science Along the Way	Lippincott
	Science Through the Year	Ginn & Co.
	Wonder World of Science - Bk.II	Bobbs-Merrill
	Birds in the Big Woods	
	Birds in Your Backyard	Row, Peterson
	Animals that Live Together	" "
	Social Studies	
	Tales & Travels	Scribner
	Indians In Winter Camp	Laidlaw
	Little Indians	Macmillan
	Little Eagle	Laidlaw

Teacher

VIII	Ranches and Rainbows	Ginn & Co.		

Teacher

Individual Reading Record (contd)

Student _____ School _____

Level	Books Read	Publisher	Date Completed	Remarks
IX	Finding New Neighbors	Ginn & Co.		
	Doorways to Adventure	Laidlaw		
	After the Sun Sets	Row, Peterson		
	Yertle the Turtle	Houghton-Mifflin		
	The New Streets and Roads	Scott, Foresman		
	Beyond Treasure Valley	American Book Co.		
	Tall Tales - Part I	Scott, Foresman		
	Year Around Fun	American Book Co.		
	Through the Green Gate	Row, Peterson		
	Elson Gray Basic Readers-Bk.III	Scott, Foresman		
	Some Day Soon			
	Magic Windows	Allyn-Bacon		
	Looking Ahead	Houghton-Mifflin		
	Stories From Everywhere	Lyons-Carnahan		

SPECIAL INTEREST BOOKS

Science	
How Do We Know?	
Science Everywhere	
Animals and Their Young	Row, Peterson
How the Sun Helps Us	" "
The Season Passes	Singer
Wonder World of Science-Bk.III	Bobbs-Merrill
Social Studies	
Tales of Early Flint	Curtis
Enjoying Our Land	Macmillan
Five in the Family	Scott, Foresman

Teacher

Individual Reading Record (contd)

Student _____ School _____

Level	Books Read	Publisher	Date Completed	Remarks
X	Friends Far and Near	Ginn & Co.		
	Story Carnival	Singer		
	Open Roads	American Book Co.		
	Treat Shop	C. E. Merrill		
	The New More Streets and Roads	Scott, Foresman		
	Just Imagine	" "		
	Tall Tales - Part II	" "		
	Along Friendly Roads	American Book Co.		
	Climbing Higher	Houghton-Mifflin		
	If I Were Going	Row, Peterson		
	Once Upon A Story Time	Lyons-Carnahan		
	Here and There - Obsolete	American		
	Fun and Frolic	Heath		
	Child Story Readers III	Lyons-Carnahan		
	Home Folks	Winston		
	Enchanting Stories	"		
	Near & Far	Silver-Burdett		
	The Five and a Half Club	Row, Peterson		

SPECIAL INTEREST BOOKS

<u>Science</u>		
Science Far and Near	Heath	
Plants Round the Year		
Science Everyday		
Animals Round the Year	Row, Peterson	
Water Appears & Disappears	" "	
Doing Work	" "	
<u>Social Studies</u>		
Your Town and Mine	Ginn & Co.	
In Town & Country	American Book Co.	
Building Our Town	Scribner	
New Centerville	Scott, Foresman	

Teacher

APPENDIX C

Report Card -- Primary Cycle

Reading Progress

(Circle) Level	Teacher	Date Completed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Attendance Record

	Completion of 12th Wk.	24th Wk.	36th Wk.	39th Wk.
Date				
1/2 Days Absent				
Times Tardy				

Assignment: June 19 _____

This confirms that _____

will be in Level ____, effective September 19 _____,

and will be tentatively placed in Room _____.

_____
Teacher's Signature

Parent's Signature
I have studied this report.

1. _____

2. _____

3. _____

PGS-Rev. 9-6-60

Flint Public Schools
Flint, Michigan

Primary Cycle

PROGRESS REPORT TO PARENTS

Progress Report of _____

School _____

School year: September ____, 19____ to June ____, 19____

To Parents of Children in the Primary Cycle:

This report will be sent to you three times a year in order that you may know how we think your child is progressing in school.

Children in the primary school advance by levels. Since no two children are alike, the time required to complete the work of the primary levels varies with each individual. Each child will be measured according to his own ability. Children should not be compared with one another.

Believing that a child makes his best progress when home and school work together and that parent conferences and visits are the best means of gaining an understanding of the child's progress, we invite you to visit your school, observe your child in the classroom, and talk with his teacher and principal.

Sincerely yours,

Spencer W. Myers

Spencer W. Myers
Superintendent of Schools

Name _____

Marking Period

	1st			2nd			3rd		
	Excellent	Satisfactory	Can Do Better	Excellent	Satisfactory	Can Do Better	Excellent	Satisfactory	Can Do Better

GROWTH IN HABITS AND ATTITUDES

HEALTH HABITS
1. Follows good health habits at school
2. Observes safety rules
3. Shows self-control

SOCIAL HABITS
1. Is friendly and kind
2. Accepts responsibilities
3. Plays well with others
4. Shows good sportsmanship in games and play
5. Respects property

WORK HABITS
1. Listens well
2. Works accurately and neatly
3. Works independently
4. Completes work
5. Makes good use of time

GROWTH IN KNOWLEDGE AND SKILLS

ARITHMETIC
1. Knows and uses arithmetic vocabulary
2. Uses numbers with understanding
3. Reasons well in solving problems
4. Knows and uses number facts for his level.
   a. Addition
   b. Subtraction
   c. Multiplication
   d. Division

Marking Period

	1st			2nd			3rd		
	Excellent	Satisfactory	Can Do Better	Excellent	Satisfactory	Can Do Better	Excellent	Satisfactory	Can Do Better

GROWTH IN KNOWLEDGE AND SKILLS (continued)

ARTS AND CRAFTS
1. Expresses ideas and feelings
2. Uses tools easily, effectively

LANGUAGE SKILLS (Listening, speaking, writing, spelling)
1. Listens attentively
2. Speaks fluently and concisely
3. Uses words correctly
4. Writes legibly
5. Spells assigned words correctly
6. Spells correctly in written work

MUSIC
1. Enjoys singing and listening to music
2. Responds to rhythm

READING
1. Understands what he reads
2. Works out new words
3. Reads well orally
4. Enjoys reading independently

SCIENCE
1. Shows increasing knowledge and appreciation of the world about him
2. Is curious about nature

SOCIAL STUDIES
1. Shows knowledge and appreciation for the contribution of people in home and neighborhood
2. Contributes useful information and materials

APPENDIX D

Parent-Teacher Conference Checklist -- Primary Cycle

Flint Public Schools
Flint, Michigan

Name of pupil_____

Date_____Teacher_____
Date_____Teacher_____
Date_____Teacher_____

WORK HABITS	YES	NO
1. Makes good use of time.		
2. Listens well.		
3. Follows directions.		
4. Takes pride in his work.		
5. Completes work.		
6. Makes contributions to group.		
7. Works accurately.		
8. Works independently.		
9. Has a satisfactory attention span.		
HEALTH AND SOCIAL HABITS		
1. Works well with others.		
2. Takes care of property.		
3. Accepts responsibility.		
4. Practices school rules.		
5. Is courteous.		
6. Observes safety rules.		
7. Practices good health habits.		
8. Is health guarded.		
9. Exhibits good mental health.		

LANGUAGE ARTS (Reading, Writing, Language, Spelling)	YES	NO
1. Enjoys books and stories.		
2. Understands what he has read.		
3. Works out new words for himself.		
4. Knows vocabulary for reading level.		
5. Creates stories and poems.		
6. Speaks distinctly.		
7. Expresses ideas well.		
8. Has understanding of a sentence.		
9. Writes legibly and neatly.		
10. Spells correctly in written work.		
ARITHMETIC		
1. Recognizes and reads numbers for the level.		
2. Knows number vocabulary for the level.		
3. Understands and uses number facts for the level.		
4. Writes numbers for the level.		
5. Can solve simple story problems.		

APPENDIX E

Suggested Time Schedule for Teachers -- Primary Cycle

Flint Public Schools
Flint, Michigan

September

1. Review information on cumulative records and reading lists.
2. Study the primary cycle guide and the teachers' edition of the reading text.
3. Begin observation of children's individual growth patterns.
4. Plan "team" activities.
5. Meet with staff to exchange ideas and evaluate progress.
6. Start or continue a file for each child which shows the accumulative record of his growth through the cycle.

October

1. Meet with groups of parents to discuss reading levels and characteristics of children.
2. Make plans for necessary parent conferences.
3. Meet with the primary cycle teachers to evaluate progress and make plans.
4. Accumulate health information.
5. Add pertinent information and samples of work to children's files.
6. Exchange an activity with another teacher.

November

1. Invite parents to observe classes.
2. Hold parent-teacher conferences during American Education Week.
3. Issue the primary cycle report card at the end of the 12th week of the school year.

December

1. Meet with staff to evaluate progress.
2. Plan an activity exchange with another room.
3. Hold necessary individual parent conferences.

January

1. Meet with staff to discuss pertinent problems.
2. Hold regular primary cycle team meetings.
3. Continue necessary parent conferences.

February

1. Meet with staff to evaluate progress.
2. Continue parent conferences as the need arises.
3. Issue the primary cycle report card at the end of the 24th week of the school year.

March

1. Hold regular monthly primary cycle staff meeting.
2. Continue parent conferences as needed.

April

1. Meet with staff to evaluate progress.
2. Plan orientation meetings for kindergarten parents.
3. Compile kindergarten readiness lists.
4. Administer the Metropolitan Reading Readiness Test to kindergarten children as suggested in this manual, p. 4.
5. Continue necessary parent conferences.

May

1. Hold regular primary cycle staff meeting.
2. Finish kindergarten checklists.
3. Determine pupil placement for primary cycle.
4. Issue primary cycle report card at the end of the 36th week of the school year.
5. Bring cumulative records up to date.
6. Complete individual files.
7. Continue necessary parent conferences.

June

1. Complete individual reading lists.
2. Record pertinent information on cumulative records.
3. Send home the September level and tentative room assignment for each child in the space provided on the back of the report card.
4. Hold necessary parent conferences.
5. Pass individual files to the next teacher.

APPENDIX F

Play Equipment to Aid Child Development -- Primary Cycle

Flint Public Schools
Flint, Michigan

Bicycle, roller skates, ice skates, sled, trapeze, croquet, jump rope, balls, basket and basketball (small size), football, baseball and bat (toward end of primary cycle period).

Easy games of skill, such as tiddlywinks, Chinese checkers, parchesi, checkers, lotto, simple card games, anagrams, simple board games, dominoes, old maid, games that teach numbers and words.

Books and records.

Construction sets, such as Erector or Meccano, Tinker Toys, Lincoln or American Logs, simple puzzles.

Doll house, paper dolls, hand puppets.

Dress-up box.

Paints, crayons, fingerpaints, clay.

Division of Instructional Services
Flint Public Schools
Flint, Michigan

September 1961